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ABSTRACT

This manual was developed in conjunction with the implementation of the Colorado Effective Education Model, a systems change project designed to develop best educational practices for students with severe disabilities in inclusive settings. The manual presents adaptations to better meet elementary level students' goals and objectives and describes processes for identifying student outcomes within the context of regular education curriculum/activities. Introductory sections offer general guidelines for designing curricular adaptations to enhance learners' participation and level of mastery, and offer guidelines for designing noncurricular adaptations in the environment, materials, assistance, and presentation. A decision-making framework for using adaptations is provided, followed by a case study applying the framework. A chart then lists basic skills and adaptive/alternate activities in the areas of: typical routines, math, science, language arts, reading, social studies, physical education, and music. (JDD)

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ED 378 733

IDEAS AND SUGGESTIONS for Curricular Adaptations at the Elementary Level

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January, 1993

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IDEAS AND SUGGESTIONS FOR CURRICULAR ADAPTATIONS AT THE ELEMENTARY LEVEL

This manual was developed in conjunction with the implementation of the Colorado Effective Education Model, a systems change project designed to develop best educational practices for students with severe disabilities. The development of the Colorado Effective Education Model as well as the development of this manual was supported through a federal grant from the Office of Special Education and Rehabilitation Services #84.086.

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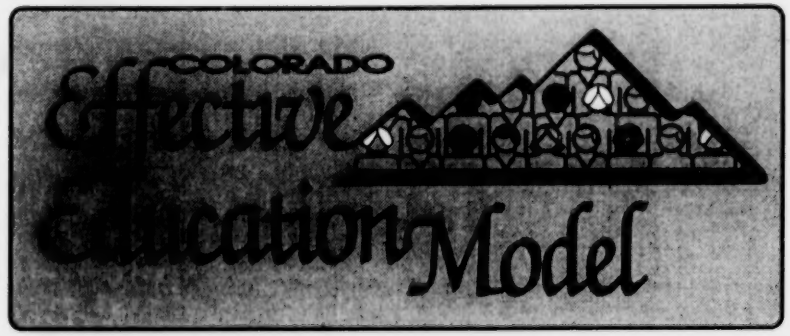

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INTRODUCTION

Meeting the educational and social needs of learners with diverse abilities is a challenge that many educators are faced with daily. As more students with the most significant support needs are being educated in regular education environments, it is becoming increasingly important to thoughtfully and collaboratively plan and implement instruction that meets the individual needs of each student.

Skilled and dedicated teachers all over Colorado are meeting this challenge with enthusiasm and creativity. While the authors of this manual hesitate to provide the reader with a "cookbook" of curricular adaptations, we are eager to share with you many ideas developed by educators, peers and families. Each of the specific ideas listed in this manual are adaptations designed for specific students in order to better meet their goals and objectives. In most cases, these students have significant learning challenges and diverse educational and support needs. It is our sincere hope that each reader will utilize a team problem-solving process to match individual student needs and goals with the regular education curriculum and that for every adaptation idea that is tried, team members will have a clear rationale for why the adaptation is selected and how it will benefit the learner.

The success of meeting student needs in regular education environments is dependent upon thoughtful planning, ongoing problem solving, an openness to new ideas and a commitment to frequent evaluation. The processes described in this manual for identifying student outcomes within the context of regular education curriculum/activities are critical if students are to receive maximum benefit from their education and if adults are to feel positive about their contribution to the student's learning.

For ease of reference, the curriculum adaptation section is divided into content areas, both academic and non-academic. These content areas are arranged in a traditional manner and, while the authors realize that many teachers offer an integrated curricular focus delivered through innovative instructional designs, our hope is that each reader will creatively apply the ideas from selected sections in a useful manner.

The word "teacher" is used throughout this manual. This term is used to describe any person who assists a student in his/her learning process.

WHAT ARE CURRICULAR/INSTRUCTIONAL ADAPTATIONS?

There are a myriad of ways to adapt curriculum and instruction. When an educational team decides that a student can not receive full benefit from the regular education curriculum as it is routinely offered, involvement in the problem-solving process begins to identify the range of alterations that might be helpful to increase student participation and mastery of identified learning outcomes.

A curricular/instructional adaptation is any change that alters the content of the curriculum or the way the curriculum is routinely presented. Adaptations can be made to the:

1. focus of the curriculum;
2. sequence of the curriculum;
3. manner in which the curriculum is taught;
4. manner in which mastery of the curriculum is assessed;
5. relevant context utilized to teach curricular objectives;
6. instructional delivery based upon student's individualized learning style; and
7. activities utilized to teach the curricular concepts.

Many of us use adaptations in our own lives. Persons who have difficulty getting up in the morning, sometimes set two different alarm clocks. Some of us inclined to be perpetually late, set our clocks 10 minutes early to "fool" us into being on time. A few of us can't imagine a life without "yellow stickies" or date books to remind us of what needs to be done and many of us requiring vision correction would rarely go anyplace without our glasses or contact lenses.

Most of us wouldn't think of borrowing someone else's adaptation unless it worked well for us. Each of us designs and utilizes ways to adapt our environment that assist us in functioning more effectively and efficiently. We each make individual decisions as to whether those adaptations are temporary or become a permanent part of our lives and we do not continue to use them unless they are successful.

Decisions around curricular instructional adaptations should always be purposeful. Specific learner needs and identified learning outcomes should drive all decisions. Careful observation, thoughtful educational planning and systematic evaluation, will

guide decisions as to which adaptations are needed. Observation of student functioning in identified regular education environments will assist in determining whether curricular/instructional adaptations are needed and if so, which adaptations best support these identified needs.

Caution is advised when making generalized assumptions that adaptations will be needed for all activities. Oftentimes, students can learn to follow typical routines, master curricular content, and engage in appropriate social interactions once they are given opportunities to be valued members in regular education environments. Sometimes the limitations are not the student's, but rather are due to the diminished expectations of others. Care must be given to insuring that adaptations are evaluated on an ongoing basis to assess whether they continue to serve the purpose for which they were originally designed.

General guidelines for designing and implementing adaptations include considerations such as:

1. maximizing student participation and interaction;
2. enhancing the respect and dignity of the person using the adaptation;
3. promoting interdependence;
4. building on learner strengths;
5. increasing self-esteem and;
6. ease of use across school and community settings.

Many teachers are beginning to utilize a relatively new resource for creative adaptation ideas by involving typical peers in problem-solving processes. Peers and classmates often have wonderfully unique abilities to "know" what their classmate needs to be a fully participative member of a regular education class. We would encourage each of you to tap into this resource. The ability of students to both brainstorm and implement a variety of ways to support their friends and fellow classmates has been described as being both refreshing and amazing.

ADAPTATIONS . . . IN GENERAL

There are many types of general adaptations that might be made to enhance the learner's participation and level of mastery. Many teachers routinely make these changes to better fit their personal teaching style and/or the diverse learning styles of their students. Categories for non-curricular specific adaptations involve such areas as: environment, materials, assistance and presentation. Each of these will be discussed with examples given of general adaptations.

Adaptations to the **environment** involve altering the classroom or other instructional environments to make it more conducive to learning. Learners, because of their individual learning style and preferences, often require different characteristics in their instructional environments. Some learners make these alterations quite easily across learning activities and independent of adult assistance. For other learners, it becomes more incumbent on the adults to structure these characteristics into each learning environment.

In designing environmental adaptations, consider the student's senses including vision, hearing, touch and smell.

- seat student close to the board
- seat student away from the glare of the window
- make a carrel or a visual screen available
- provide a slant board for placement of books and papers
- differentiate parts of the work area using textured materials
- use "scratch and sniff" stickers to designate important activities on the classroom schedule.

Consider also, the learner's minimal toleration of movement or frequent desire to move; organizational abilities/preferences; need for enhanced or reduced sensory stimulation; as well as the preference to work independently or in a group.

- offer additional storage space away from student's desk
- place work space in the middle of classroom activity
- attach learning materials to desk
- laminate a photograph schedule with pictures of materials needed for each time/activity period

- provide opportunities for students to work together
- structure classroom jobs that require purposeful movement in the classroom
- make headphones available to mask background noise.

Adaptation to **materials** involves altering the materials that the learner uses. Students can learn to provide their own material adaptations, self-advocate for their individualized needs and/or increase their mastery of a given skill or task utilizing material adaptations designed and provided by another person in their learning environment.

In designing material adaptations, consider the student's learning style; visual/perceptual, auditory and motor abilities and preferences; cultural preferences; and strengths and interests.

- provide enlarged printed materials
- allow student to choose preferred materials
- equip computer with head switch to activate off/on
- tape record reading assignment and test review questions
- select food items for special snacks based on student's cultural preferences

Consider also, the learner's potential to demonstrate the curricular proficiencies in an alternative manner. Frequently, a variety of skills can demonstrate mastery of the same or similar curricular objectives.

- solve worksheet math problems using a calculator
- activate pre-programmed answers on assistive communication device to answer classroom questions
- eye-gaze to the correctly spelled word
- utilize both picture and word cues to return supplies to proper place

Adaptations to the **presentation** of the curricular content include: altering presentation format in both level and intensity; utilizing an array of presentation methods, combining a variety of strategies to engage learner participation, and articulating clear learner expectations. Successful student learning can be facilitated via curricular content delivered in effective and relevant ways.

In designing adaptations to presentations, consider the student's capability to process, retain and generalize information.

- simultaneous with verbal presentation, highlight key points on overhead
- use different colored chalk when recording information on board
- provide structured fill-in-the-blank forms for guided practice on note-taking during class lecture
- video tape presentations for subsequent student review
- reinforce practice of new skills utilizing a variety of board games
- encourage students to role play comprehension of instructions

Consider also, the learner's individualized needs within the direct instructional format, including the learner's ability to sustain attention; preferences along the continuum from active, hands-on learning to passive participation; as well as the learner's ability to transition from one activity or curricular focus to the next.

- allow student to self-monitor need for movement throughout the lecture
- incorporate "turn to your neighbor and discuss one key point" throughout the presentation
- alternate presentation of map reading skills with a team scavenger hunt

- using recorded music, cue class to put away art materials and line up for gym
- provide the student with a bell to ring to indicate desire to answer a question

The use of **assistance provided by another person** as an adaptation can provide the essential support necessary to maximize active participation for identified learners. Some students because of physical, instructional, behavioral, or communicative abilities may benefit from utilizing personal assistance options. Typically, personal assistance takes one of two forms: that which is or can be naturally occurring within any given instructional environment (e.g., a classmate helps his/her fellow classmate find his homework assignment) or that which is purposefully designed and artificially added to the instructional environment (e.g., paraprofessional provides additional direct instruction to student using augmentative communication device in a Foreign Language class).

When using assistance provided by another person as an adaptation, consider both the short term and long range effects of such adaptations.

- student becomes dependent upon one service provider and does not follow directions given by other instructors

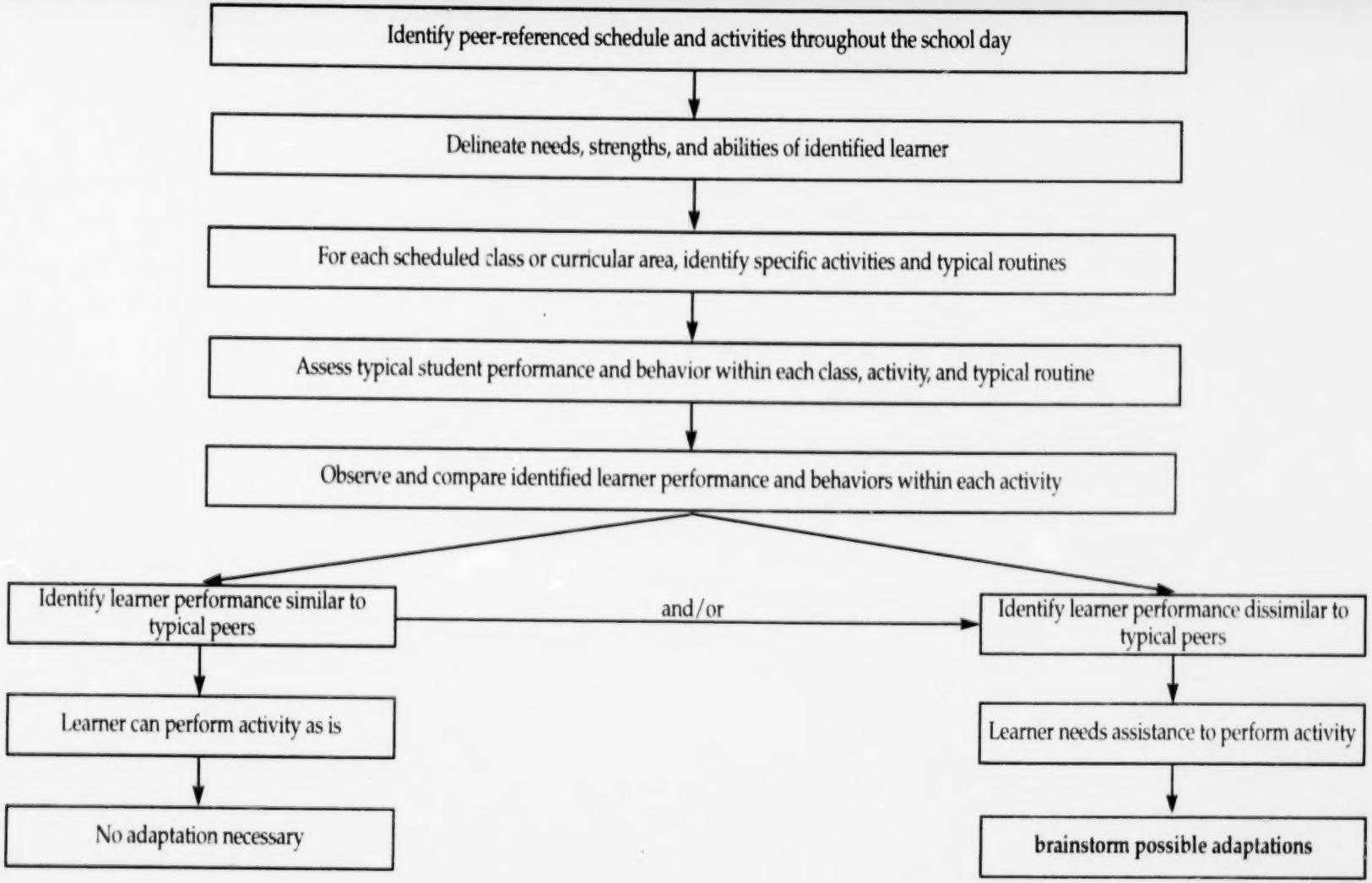
- peers are reluctant to invite a student to play a game because an adult is always close by
- teacher gives instructions to personal assistant rather than directly to the student
- additional intense instruction can be provided by an adult thereby enabling the student to learn the skill faster
- time-limited direct observation and/or implementation of instruction by an additional service provider facilitates more effective problem-solving with the classroom teacher
- teaching students to assist each other creates a sense of classroom community and cooperation.

Consider also the learner's preference for personal assistance; the ability to accept assistance from different people; how the utilization of personal assistance affects others' perceptions of the learner; the ability of adults to fade artificial supports to more natural supports as well as the availability of identified assistance.

- student chooses, by pointing to classmate, who he/she wants to work with in cooperative group
- classmates alternate who will help student tape record his homework assignment
- paraprofessional is assigned to the 6th grade class rather than being assigned to specific student
- classroom teacher models effective way for peers to provide hand-over-hand guidance to assist classmate to write in daily journal
- student planning team meets weekly and identifies critical times for personal assistance throughout the week and matches with resource availability

The designing of curricular and/or instructional adaptations should be a collaborative process between students, educators, and peers where possible, in order to provide effective and efficient supports that maximize the successful participation of diverse learners in regular education classroom. We hope that this manual will provide educational planning teams with an effective decision-making process as well as some practical and functional suggestions to include all learners.

DECISION-MAKING FRAMEWORK FOR USING ADAPTATIONS


Identify peer-referenced schedule and activities throughout the school day
Delineate needs, strengths, and abilities of identified learner
For each scheduled class or curricular area, identify specific activities and typical routines
Assess typical student performance and behavior within each class, activity, and typical routine
Observe and compare identified learner performance and behaviors within each activity
Identify learner performance similar to typical peers
and/or
Identify learner performance dissimilar to typical peers
Learner can perform activity as is
Learner needs assistance to perform activity
No adaptation necessary
brainstorm possible adaptations

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Case Study

Melissa is a third grader at Brown Elementary School. Melissa's educational team has decided that Melissa's needs can be best met by following the typical third grade schedule and accessing the variety of instructional environments that her third grade classmates frequent. Melissa enjoys being around her classmates, has a great sense of humor, can stay on task until completion when the activity is an enjoyable one for her, recognizes some numbers and is able to communicate some of her wants and needs using speech and by pointing to pictures. The third grade schedule consists of: opening, spelling, English, reading, recess, math, lunch, sharing, library or storytime, music or science, art, physical education or social studies, and dismissal.

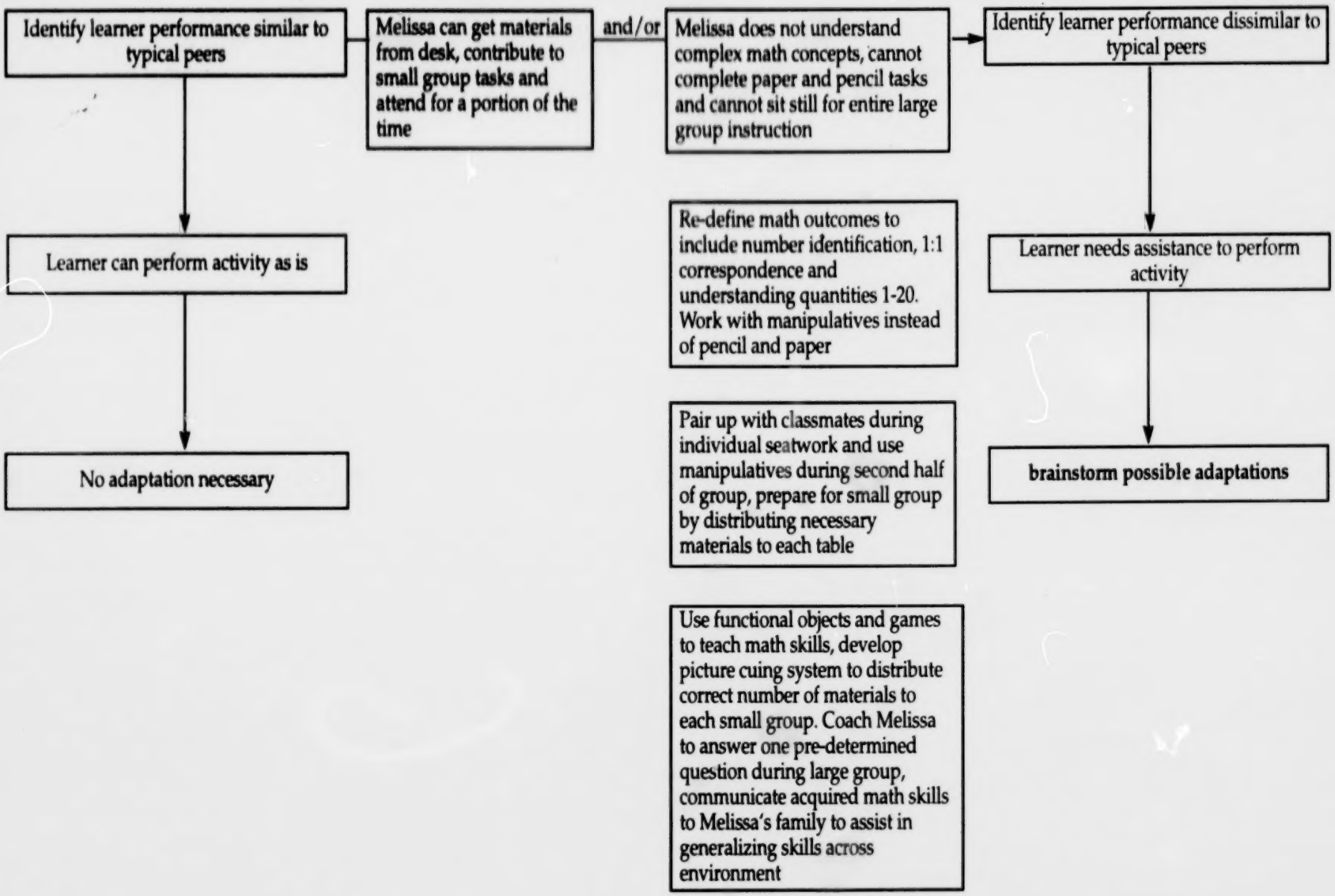
Many of Melissa's needs can be addressed across her school day. Her team has highlighted the following three learning outcomes to be worked on across instructional environments: make and communicate choices, follow a picture schedule, and initiate social greetings with peers. Melissa also has more specific learning outcomes which are better suited to being taught within context of specific class subjects. These outcomes are: obtain information from printed words and pictures (worked on during language arts), recognize numbers and quantities up to 20 (worked on during math), and develop several individual and group leisure skills (worked on during center activities and free choice time).

Melissa has a tendency to rely on adults when she is feeling unsure about what to do, is in an unfamiliar environment or is frustrated by a task. Her team members are working very hard to encourage classmates to assist Melissa and are trying to teach Melissa other strategies for finding support. Team members are also brainstorming ways for Melissa to provide assistance to her classmates so that she isn't always the classmate needing to be helped.

Melissa seems very aware of what her classmates are doing and likes to participate as much as possible during each class period. Her team members have observed that Melissa's learning is enhanced when she is able to utilize manipulatives and when learning situations are structured to be active and experiential.

DECISION-MAKING FRAMEWORK FOR USING ADAPTATIONS

Identify peer-referenced schedule and activities throughout the school day	Third grade students spend a large portion of their day with their homeroom teacher. Two classes, reading and spelling, are team-taught with another third grade teacher. Specials are taught by the music teacher and the physical education teacher. Homeroom teachers combine classes to teach art. All third graders eat lunch at the same time and are free to eat with whomever they choose.
Delineate student needs, strengths, and abilities	Melissa enjoys being with her third grade classmates and wants to participate in similar activities. Her needs are primarily: to make choices, follow a schedule, initiate interactions with peers, obtain information from words and pictures, recognize numbers and quantities 1-20, and develop leisure skills. Melissa enjoys using manipulatives and learns more effectively when taught relevant tasks.
For each scheduled class or curricular area, identify specific activities and typical routines	Specifically for math, Melissa's class utilizes individual seatwork, cooperative work groups and large group instruction. Students are expected to: work independently on "paper-pencil" tasks and check their work for accuracy; have a basic understanding of group interaction skills in order to work effectively in a small group; and in large group instruction, students are expected to sit quietly, listen to the teacher, obtain information from the chalkboard and/or overhead and ask questions if they do not understand the math concept being presented.
Assess typical student performance and behavior within each class, activity and typical routine	Students typically have their math books and pencils in their desks. They obtain any other necessary materials from the math supply box located in the cupboard. Directions for each math lesson are given verbally and oftentimes are also written on the board. Students can always use manipulatives if they choose to and most of the time are free to ask classmates for assistance. The only time students are expected to remain in their seats is during large group instruction.
Observe and compare identified learner performance and behaviors within each activity	Melissa is able to follow teacher and classroom cues to get out her math book and a pencil. She doesn't always get the appropriate additional materials from the supply box. She does better during small group time as she can partially participate in the group task. She loses attention during large group instruction and does not understand many of the concepts being presented. It is difficult for her to answer questions or contribute to the class discussion. She frequently seeks out adult assistance and approval during independent seat work time and sometimes stays on task for only short periods of time.


Identify learner performance similar to typical peers
Melissa can get materials from desk, contribute to small group tasks and attend for a portion of the time
and/or
Melissa does not understand complex math concepts, cannot complete paper and pencil tasks and cannot sit still for entire large group instruction
Identify learner performance dissimilar to typical peers
Learner can perform activity as is
No adaptation necessary
Re-define math outcomes to include number identification, 1:1 correspondence and understanding quantities 1-20. Work with manipulatives instead of pencil and paper
Pair up with classmates during individual seatwork and use manipulatives during second half of group, prepare for small group by distributing necessary materials to each table
Use functional objects and games to teach math skills, develop picture cuing system to distribute correct number of materials to each small group. Coach Melissa to answer one pre-determined question during large group, communicate acquired math skills to Melissa's family to assist in generalizing skills across environment
Learner needs assistance to perform activity
brainstorm possible adaptations

ELEMENTARY LEVEL

CONTENT: TYPICAL ROUTINES

Objective	Activity	Basic Skills	Adaptive/Alternate Activity
Opening Activities	• Recite pledge of allegiance	• Memorize • Stay on task • Listen • Respond to cues • Imitate • Speak clearly	• Learn one line of the pledge • Lead or recite the pledge by accessing a switch on a tape recorder • Identify correct hand to place over heart • Hold the flag • Signal beginning and end of the pledge • Use communication system for prerecorded pledge • Maintain postural stability when standing
	• Review activities of the day	• Indicate preferences • Communicate an idea • Listen • Take turns • Initiate conversation • Sequence day's activities • Follow directions	• Indicate comprehension by sequencing a picture schedule • Verbalize the order of activities throughout the day using a pre-arranged picture schedule • At the completion of each activity, rehearse what is going to happen next • Velcro picture to desk for each activity
	• Calendar	• Identify numbers • Recite days of the week • Associate months with corresponding season • Identify relevant events occurring in each month • Write days of week and month • Sequence numbers 1-31	• Hold up pre-selected day of the week • Visually scan calendar as classmates point to days of the week • Discriminate numbers and words • Point to correct response • Respond to questions using eye gaze • Select one picture that corresponds to a relevant monthly event
	• Attendance	• Recognize own name in print • Recognize own name when called • Recognize names of other students	• Assist teacher in holding up name cards • Record attendance • Practice one-to-one correspondence by counting the number of classmates who are present

CONTENT: TYPICAL ROUTINES

Objective	Activity	Basic Skills	Adaptive/Alternate Activity
Opening Activities	• Attendance (con't)	• Match written name to person • Count classmates present or absent	• Activate tape recorder with taped names • Raise hand when name is called • Understand concept of here/not here • Student answers for each name called using here/not here response pre-programmed into communication system • Put materials away • Point to students as their names are called • Signal the end of attendance-taking • Change facial expression when name is called • Greet classmates
Moving from Place to Place	• Line up • Get to next location	• Learn appropriate social behaviors • Memorize a route • Problem solve • Imitate peers • Follow directions • Recognize natural cues that signal transitions	• Tolerate crowds • Ask for assistance to get to correct destination • Tolerate noise and movement • Follow a cue (e.g., adhesive dot on watch to determine the appropriate arrival time/departure time) • Carry a photograph of destination to self-check arrival at correct location
Lunch Time	• Walk to lunch area • Eat lunch • Socialize in lunchroom	• Walk and hold items in both hands • Get attention of cashier and give name, ticket or money • Choose desired items • Locate and pick up items • Use appropriate behavior • Use utensils appropriately • Engage in conversational skills	• Locate correct lunch ticket • Use adapted tray with velcro to secure items • Learn amount of money needed to buy lunch • Match coins • Identify coins • Pre-select desired lunch items • Use pictures to communicate choices

CONTENT: TYPICAL ROUTINES

Objective	Activity	Basic Skills	Adaptive/Alternate Activity
Lunch time (con't)		• Locate table to sit at • Ask permission to leave • Sort items (tray, trash, etc.) when finished with lunch	• Use communication board to converse with classmates • Locate cafeteria • Open containers • Practice range of motion to reach items • Identify preferred classmates to eat lunch with
Managing Personal Belongings	• Locate necessary belongings • Maintain belongings in classroom/s • Take belongings from place to place	• Carry belongings from one environment to another • Problem solve which belongings are needed for which environment • Keep desk/personal space orderly • Look for lost items when necessary • Strategize ways to obtain needed belongings (e.g., borrow a pencil from a classmate)	• Keep things in the same place each time for easier identification • Identify personal space or belongings using a photograph, sticker, etc. • Wear backpack or fannypack • Use word or picture checklist of necessary items for each environment/activity • Rehearse at beginning of day which materials are needed for which activity • Hang up coat on adapted hook • Utilize assistance from classmate to turn in homework assignment
Performing Class Jobs	• Complete assigned job in designated time period	• Refer to job chart to recall job duties • Recognize the need to perform job • Obtain materials necessary to carry out job • Follow job sequence • Complete job without disrupting others	• Work with a classmate to perform designated portion of job • Attach picture of job to daily schedule to provide cue for appropriate job and time to perform • Follow picture sequence of job • Do same job for extended period of time to increase mastery of job task • Put student's photograph by designated job on the job chart • Utilize simple checklist to self-monitor job performance

ELEMENTARY LEVEL

CONTENT: MATH

Objective	Activity	Basic Skills	Adaptive/Alternate Activity
Number Comprehension	• Counting • Sequencing	• Receptive understanding of numbers • Expressive understanding of numbers • 1:1 correspondence • Concept of before/after • Ordering	• Classmate puts objects on student's tray and student counts objects and eye gazes to corresponding number • Indicate comprehension by blinking the appropriate times to numbers shown on flash cards • Trace numbers on worksheet with a highlighter marker • Hit bell to "count" • Hold up number cards • Sequence tactile numbers
Computation	• Math workbooks • Math worksheets • Manipulatives • Drills	• Use calculator • Practice tracking • Learn math facts • Recognize numbers • Understand directionality (vertical/horizontal) • Write numbers • Understand basic math operations/terminology	• Pass out materials and practice mobility around fixed objects in room • Work from audio tape of math problems • Use manipulatives to compare size differences, e.g., big/little • Do calculations on computer programs and type in answers • Compute calculations using a calculator • Practice multiplication facts using grocery ads and "buying" several of the same items • Provide verbal answers to a peer buddy who writes answers on the worksheet • Highlight with a bright color the problems to be completed • Grasp and release manipulatives • Identify colors of the manipulative blocks • Use the numbers on a computation worksheet to identify which numbers are more/less • Circle all the 2's on one worksheet

ELEMENTARY LEVEL

CONTENT: MATH

Objective	Activity	Basic Skills	Adaptive/Alternate Activity
Transfer Written Information	• Board problems • Manipulatives • Geoboards	• Copy information • Sequence information • Identify geometric shapes • Assemble geometric shapes • Understand spatial concepts • Visually track numbers/shapes	• Use clear manipulatives on overhead • Recognize shapes • Practice range of motion by reaching/grasping objects • Erase chalkboard • Improve finger/hand strength with manipulatives
Practice Facts	• Math games (Bingo, Cribbage, Connect 4, etc.) • Flashcards • Drills	• Color identification • Number identification • Auditory processing • Computation • Turn-taking • Game skills • Cooperative group behaviors	• Use calculator to practice facts • Sequence basic skills of a board game • Generalize game skills (turn taking, etc.) • Pull numbers out of box (Bingo) • Call out numbers (Bingo) • Grasp and release game pieces • Demonstrate eye contact with team players in group drills • Throw dice for number games • Activate spinner • Classmates tell student the answer, and student clearly articulates the answer • Keep time for games or drills • Announce name of winners • Choose preferred game • Read answer after it is held up on a card or written on the board
Conservation of Volume	• Fill containers - estimate measurement	• Tactile experience • Conceptual understanding of lots/little, empty/full, more/less, etc.	• Touch a variety of objects and textures • Pour a variety of items • Apply functional use of measuring for cooking • Clean up materials • Hold containers

ELEMENTARY LEVEL

CONTENT: MATH

Objective	Activity	Basic Skills	Adaptive/Alternate Activity
Measuring	• Determine length/width • Compare inches, feet, meters, etc.	• Use of ruler • Assess size • Differentiate sizes • Use appropriate means to measure • Estimate	• Match objects of the same size • Determine which objects are longer vs. shorter, bigger vs. smaller • Find objects longer/shorter than the ruler • Use ruler to draw lines
Graphing Data	• Unifix cubes • Paper/pencil charting	• Understand directionality • Organize information • Categorize information • Understand types and purposes of graphs	• Stack cubes • Count out correct number of cubes • Sort cubes by color • Complete color patterns with cubes • Locate necessary materials • Verbally identify category of information • Hold ruler while classmates connect points on graph • Visually track information as classmate describes graph
Cooperative Social Skills	• Cooperative groups • Applied math skills	• Engage in group interaction skills • Complete group task • Celebrate accomplishments	• Be the keeper and use a switch to signal beginning/end of group • Cheer teammates by pressing "Good job" on touch talker communication system

ELEMENTARY LEVEL

CONTENT: SCIENCE

Objective	Activity	Basic Skills	Adaptive/Alternate Activity
Learn about our World	• Plants • Planting	• Tactile experience • Sequence activities • Water plants • Communicate about plants • Identify categories of plants • Discriminate plants from other living things • Identify the importance of plants	• Put hands in dirt • Follow directions • Use eye-hand coordination to water plants • Use pincer grasp to put seeds in containers • Label common objects • Demonstrate function of common objects • Turn pages of plant catalogs • Practice 1:1 correspondence when planting • Locate pictures of food that comes from plants • Take polaroid pictures of plants • Discriminate big seeds from little seeds
	• Field trips	• Deal with change and unpredictable situations • Describe expected outcomes of field trip • Engage in appropriate behavior • Write about field trip after event is over • Discuss application of field trip	• Be responsible for lunches • Walk in line • Take turns • Demonstrate mobility in unfamiliar environments • Generalize skills to new environments • Verbalize one part of the field trip • Draw a picture of the field trip experience
	• Geology	• Identify land formations • Read books about relevant topics • Recreate land formations in miniature • Discuss designated topics	• With classmate's assistance, write a report using the computer • Collect rocks on playground and sort according to color • Demonstrate 1:1 correspondence by gluing one rock in each compartment of an egg carton • Bring in pictures of several different rock formations

CONTENT: SCIENCE

Objective	Activity	Basic Skills	Adaptive/Alternate Activity
Learn about our World (con't)	• Temperature and weather	• Identify weather associated with different seasons • Describe ways to measure temperature • Communicate the causes of different weather patterns • Read the temperature on a thermometer	• Describe common cause and effect with weather (e.g., if it rains then you need an umbrella) • Differentiate hot/cold • Identify pictures of clothing to wear on cold days/hot days • Put on coats, hats, gloves, boots • Verbalize preferred weather-related activities • Sequence numbers on the thermometer • Take a daily "reading" of outside weather and post corresponding weather picture on bulletin board • Use weather stamps to stamp weather on correct day of calendar
	• Animals/Insects	• Share current knowledge of animals/insects • Describe categories of animals/insects • Compare/contrast types of animals/insects • Demonstrate animal noises • Write a story about animals • Watch a movie about animals • Discuss the importance of animals in the lives of people • Care for classroom pets	• Share a picture "book" report • Activate switch on a tape recorder to play a message on animals, taped by a family member • Use pictures to sort animals from non-animals • Share the family photo album and point to pictures of family pets • Look at pre-selected pictures of animals to differentiate big animals from little animals, etc. • Family assists student in collecting insects and classmates help mount and label insects • identify and verbalize at least five insects

ELEMENTARY LEVEL

CONTENT: LANGUAGE ARTS

Objective	Activity	Basic Skills	Adaptive/Alternate Activity
Writing for Meaning	• Journal writing • Book reports • Creative Writing	• Recall events • Sequence events • Communicate events • Penmanship • Edit work • Knowledge of grammar/ composition	• Classmates tape what student did during day/week at school and sends home • Families tape/record what student did over the weekend. Student turns on tape and classmate writes down events in journal • Families report directly to teacher what student did over the weekend/vacation and teacher retells activities to class • Polaroid picture journal is updated regularly • Dictate journal entries to a classmate who records entries in journal • Use computer to record journal entries • Read journal entry with prompts from a classmate • Use communication board to tell a story • Cut out pictures to paste in a journal • Take pictures of events to include in journal • Use sentence strips to compose a short story • Dictate story into tape recorder and transcribe story at home for homework • Classmate holds up two pictures and student indicates first and last • Use graphics program on computer to illustrate story • Illustrate story instead of writing a story • Use cut apart comic strips to sequence a story and tell story to a classmate
Writing Practice Skill Work	• Writing/penmanship practice	• Letter formation • Copying skills • Neatness	• Copy dictation • Put name on journal/papers • Draw picture • Use stencils to trace letters

CONTENT: LANGUAGE ARTS

Objective	Activity	Basic Skills	Adaptive/Alternate Activity
Writing Practice Skill Work	• Writing/penmanship practice (con't)		• Use computer to type letters • Use tactile letters • Identify letters using computer programs • Use sign language to sign letters as classmate writes letters • Practice large motor movements on chalkboard • Use an individual chalkboard to practice letters • Write with sandpaper under paper to get tactile feedback about letter formation • Highlight "guide" lines on paper in bright color • Use letter stamps with stamp pad
Increase Word Skills	• Spelling	• Letter/word identification • Handwriting/penmanship • Listening skills • Receptive understanding • Self-check accuracy	• Copy spelling words from pre-typed list • Write spelling words using a computerized letter scanner • Write the first letter of each spelling word • Spell selected words on the list • Given the choice of two different spellings of the same word, circle the correct one • Use adapted word list and match survival word with the correct symbol • Use pre-selected pictures/objects to match word with appropriate picture of object • Administer test by dictating spelling words to classmates using pre-programmed communication system or audio tape • Type spelling words on typewriter • Fill in missing letters on pre-written list of spelling words • Draw pictures of spelling words • Activate switch to signal beginning/end of activity • Use highlighter to trace letters/words

ELEMENTARY LEVEL

CONTENT: LANGUAGE ARTS

Objective	Activity	Basic Skills	Adaptive/Alternate Activity
Increase Word Skills	• Spelling (con't)		• Put letter cards in correct order to spell word • Write letters or word in sand, shaving cream, etc. • Use sign language to sign the word or spell the word
	• Alphabetizing	• Receptive understanding • Expressive understanding • Letter identification • Sequencing • Memory • Generalization of skill to other resources (dictionary, encyclopedia, etc.)	• Use alphabet strip to assist memory of alphabetical order • Sequence alphabet using letter cards • Use recipe box file to sort pictures of objects under correct letter • Sort coupons under alphabetical headings • Practice concepts of before/after, first/middle/last, etc • Practice writing letters • Look up name in phone book • Cut out letters • Punch out shapes with words printed on them instead of cutting and paste in order • Put items on grocery list in alphabetical order • Using alphabetized grocery store directory, look up where items on grocery list would be located
	• Grammar	• Knowledge of punctuation • Concept of sentence structure • Use of appropriate verb tense • Knowledge of plurals	• Classmate writes a short conversation with appropriate punctuation while student signs conversation • Classmate writes sentence and student selects correct punctuation card • Student erases board after classmate writes sentence • Student uses word flashcards to assemble sentence • Student matches appropriate plural/nonplural words to photograph

ELEMENTARY LEVEL

CONTENT: READING

Objective	Activity	Basic Skills	Adaptive/Alternate Activity
Learn How to Read	• Letter recognition • Word recognition • Copy letters from alphabet chart • Association of objects with beginning letter	• Sequencing • Expressive vocabulary • Auditory retention • Receptive understanding • Visual tracking • Eye-hand coordination	• Identify letters using magnetic letters on metal cookie sheet • Sequence letters in selected words using letter cards • Identify letters in first name • Match letters • Use computer games to practice letter recognition • Use letter stamps • Use photographs of familiar environments to practice "survival" sight words • Have personal alphabet book with photos • Pair pictures with words • Draw an object or select an object beginning with targeted letter • Glue already printed letters to corresponding pictures to spell word • Identify/locate named objects • Hold writing utensil in hand and mark on paper • Use letter stickers on workbook exercises • Tolerate hand over hand guidance
Comprehension	• Read aloud • Retell story • Do "Chapter Charts" and draw a picture of main idea for each chapter • Use sequence wheels • Group discussion - ask each other questions • Predict outcomes • Identify parts of story	• Sequencing • Attending • Appropriate group interaction skills • Expressive communication • Listening • Associate stories to real life experiences	• Locate page numbers • Listen to story and answer one pre-selected question (e.g., one character's name) • Use computer to retell story • Identify pictures going along with main idea, characters, etc. • Respond to questions • Label environments, activities, types of people in story • Sequence events in the story using pictures

ELEMENTARY LEVEL

CONTENT: READING

Objective	Activity	Basic Skills	Adaptive/Alternate Activity
Comprehension (con't)			• Draw a picture describing/summarizing events in the story • Recall basic parts of the story • Use teacher-made book with pre-selected words and relevant topics to comprehend • Pantomime one event in story • Classmate tape records answers to comprehension questions and student activates tape recorder when it is his/her turn
Increase Reading Experience	• Silent reading	• Make choices • Practice quiet behavior	• Select books by pointing • Listen to a taped story • Classmate reads story out loud to student • Points to objects in story as classmate reads aloud
Choose Appropriate Reading Materials	• Individual choice reading • Teacher reading	• Identify what is interesting to read about • Locate appropriate book • Listening skills	• Listen and recognize "beep" cue to turn page • Reduce number of choices by pre-selecting several books of interest • Have classmate read to student • Turn pages of book • Identify places to obtain books
Read for Information	• Use of library • Use of card catalog or computerized locater • Content specific information infused into Reader's Theater	• Choose topic of interest • Learn organization of card catalog • Listen and attend • Locate appropriate resources	• Select book and have family member read to student at home • Retell story • In Reader's Theater participate in play, activate props, hold objects and assist with costumes • Identify resources to obtain information • Use picture dictionary

ELEMENTARY LEVEL

CONTENT: READING

Objective	Activity	Basic Skills	Adaptive/Alternate Activity
Read for Fluency and Inflection	• Choral reading • Reading aloud	• Attention to cues • Follow sequence for turn-taking • Listening skills • Use of intonation • Adjust volume • Evaluate performance	• Use Touchtalker to "say" lines • Say assigned word(s) that have been pre-selected and rehearsed • Tap out rhythms motorically • Classmates tape choral reading and send home for extra practice • Student listens to classmate read and indicates how well student could hear passage • Tell a story using sign language or sequenced pictures • Use power pad or unicorn board to read aloud to classmates

ELEMENTARY LEVEL

CONTENT: SOCIAL STUDIES

Objective	Activity	Basic Skills	Adaptive/Alternate Activity
Geography	• Map skills • Identify continents/ countries/states • Compass use	• Directionality • Demographics • Identification of countries/states • Location of countries/states • Memorization of facts	• Match cut-out continents to wall map • Do a map puzzle • Learn right/left • Use map of school or local community to learn about direction • Write/verbalize personal information (name, address, phone number, etc.) • Paint mural of continents using a sponge • Differentiate between water/land • Measure ingredients and mix playdough for relief map • Name several places visited • Deliver messages from room to office using two different routes • Follow common directions
Diversity of People	• Identify different traditions • Identify "types" of people and related characteristics • Research foods • Role play different customs • Complete book reports • Dress in characteristic clothing	• Similarity/differences • Awareness of multiculturalism • Association between events, traditions, locations, etc.	• Identify one important tradition • Prepare one ethnic recipe • Identify favorite foods • Switch on tape recorder with different types of ethnic music • Learn several facts about topic and be tested on those predetermined facts
Family/Neighborhood/ Community	• Make a family photo album • Research family tree • Describe ways to improve your community • Describe contributions to the "world community" Discuss issues having a negative effect on the "world community"	• Identification of relatives • Description of similar traits/characteristics • Awareness of environment • Differentiate traits of friend, acquaintance and stranger	• Discuss photo album with classmate by answering yes/no questions (Is this your sister?) • Differentiate appropriate behavior with family members vs. non-family members • Auditorily discriminate family members' voices on tape • Identify family members by pointing to pictures

ELEMENTARY LEVEL

CONTENT: SOCIAL STUDIES

Objective	Activity	Basic Skills	Adaptive/Alternate Activity
Family/Neighborhood/ Community (con't)			• Name or sign each family member in photo album • Draw pictures of family members • Given a choice of two photos of houses, indicate correct houses in student's neighborhood • Identify several stores in local community • Identify and sort recyclable items

ELEMENTARY LEVEL

CONTENT: PHYSICAL EDUCATION

Objective	Activity	Basic Skills	Adaptive/Alternate Activity
Play Group Games	• Relay races • Interactive games	• Follow directions • Complete sequences • Determine beginning/end • Complete appropriate dressing/grooming tasks	• Run with a classmate • Classmate pushes wheelchair • Learn only a few key game rules • Choose preferred game • Communicate which classmate to be paired with
Increase Coordination Improve Body Strength	• Obstacle course • Exercises • Drill and practice	• Motor planning • Spatial relationships • Increase muscle tone • Increase stamina • Follow directions • Complete sequences • Complete appropriate dressing/grooming tasks	• Mark beginning of each step of obstacle course with a colored ribbon • Navigate wheelchair/walker around obstacle course • Verbalize sequence of obstacle course • Transfer from wheelchair to floor mat • Indicate awareness of different parts of body • Follow a picture sequence to complete designated parts of obstacle course • Complete several specific motor exercises with a classmate
Skill Development	• Kicking • Running • Volleyball • Soccer • Kickball • Gymnastics	• Attend to task • Follow directions • Increase ability to perform specific skills • Engage in group interactions • Complete appropriate dressing/grooming tasks	• Kick a still ball instead of moving ball • Differentiate appropriate ball for different sports • Hit a beach ball over the volleyball net • Use a stick to "kick" the ball from wheelchair • Obtain all necessary equipment for selected sport • Keep score using number cards • Signal beginning/end of each play period • Identify proper attire for different gym activities • Change clothing from school clothes to gym clothes • Complete a self-care sequence in locker room

ELEMENTARY LEVEL

CONTENT: MUSIC

Objective	Activity	Basic Skills	Adaptive/Alternate Activity
Playing Musical Instruments	• Orff instruments • Recorder • Other instruments	• Eye-hand coordination • Instrument identification • Follow directions • Motor planning • Begin/end concepts • Read music	• Grasp instrument wrapped with sticky tape • Identify at least two instruments • Indicate to classmate when assistance is needed to play instrument • Use a color dot to identify student's instrument • Use head pointer to turn pages of music book • Practice taking turns • Hit color coded xylophone keys as teacher/classmate holds up colored cards • Practice one-to-one correspondence when passing out instruments to classmates • Use stop/go signs to signal appropriate times to play instrument
Movement	• Dance • Clap/tap	• Spatial relationships • Rhythm • Expressing feelings • Listen	• Identify one feeling • Tolerate hand over hand assistance • Remain in designated area • Imitate movement • Transition from one movement activity to the next • Draw the "movement" • Practice range of motion
Learn to Sing	• Sight read notes • Group singing • Individual singing	• Read words • Eye-hand coordination • Memorization • Listen • Follow directions • Pitch/rhythm	• Hold songbook • Find correct pages of songbook by recognizing numbers or color code • Sign words to song • Learn chorus to songs • Listen to taped songs for extra practice to learn words • Clap along while others sing • Follow cues from classmates/teacher to start singing and stop singing • Locate pictures that are represented in lyrics • Select favorite songs • Pass out songbooks